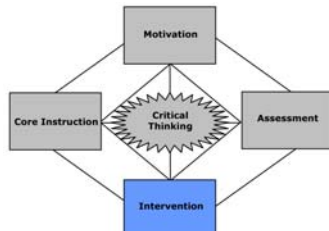


School Effectiveness
K-12 Literacy

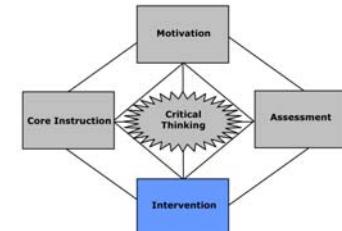
**The Arizona Department of Education
Comprehensive Literacy Framework**



Intervention

Literacy intervention will work only if it is a priority goal rather than an 'add-on' program.

~ Joanne Allain ~



Researchers have clearly identified the essential components of effective reading instruction—phonemic awareness, phonics, vocabulary, fluency, and comprehension. At the primary level, these components define core instruction where mastery of the “Big Five” is the goal for every student. Too often, however, students do not master the Big Five, and when they don’t, explicit, systematic interventions are critical.

When it comes to struggling readers and the instructional interventions they require, one size does not fit all. Struggling students who are reading at different levels require different interventions and programs. The Big Five components of effective reading instruction never vary, but because students’ needs are different and can change over time, the degree of emphasis a component receives will change also. Consequently, students “must be carefully assessed in order to determine their needs at a given time; then they must be provided individualized instruction to meet those needs” (Allain). A few students may struggle with phonemic awareness, phonics and decoding, with word analysis and poly-syllabic words; others may not. Some students, particularly those having difficulty with word analysis, may struggle with vocabulary and fluency which, in turn, affect comprehension. Research shows that most students struggle

with comprehension to greater or lesser degrees—a situation all the more significant when the goal of literacy is to build understanding.

The Arizona Department of Education supports the idea that well-implemented research-based intervention programs in every school are critical if we are to meet the needs of Arizona's struggling readers. In addition, it recognizes that "innovations such as literacy intervention are designed to serve students, not school structure" (Allain). In order to be truly successful, intervention programs must be part of the larger infrastructure. They must be supported and sustained at all levels—district, site, and classroom.

In order to assist Arizona educators as they develop and implement meaningful and sustainable intervention programs, the Comprehensive Literacy Framework provides

- current research
- an annotated bibliography of professional articles
- professional development opportunities
- links to relevant ADE resources